



Foster Care Cluster Newsletter

Fall 2010



Back to School

As we transition from summer to fall it's also time to prepare for the new school year. While getting our children back on track can sometimes be a daunting task there are a number of ways we can make life easier.

Get back into the routine.

Set more appropriate limits for children regarding phone use, texting, emailing, TV time and bedtime.

Give their brains a workout.

Increase library visits and encourage reading.

Talk tough about bullies.

Welcome open discussion about bullying and work with your child in an attempt to effectively problem solve these issues.

Make sleep important.

Make good use of that alarm clock. Remember that pre-teens need about 9 ½ to 10 hrs of sleep a night and teen require about 8 to 9 ½ hrs of sleep a night. Keep in mind that too little sleep can contribute to problems with behavior and attention.

Keep moving.

Promote activity and develop healthy habits by researching and signing kids up to participate in extra-curricular activities.

Visit the doctor and get those eyes checked.

Be sure to schedule routine doctor appointments so that your child can participate in school activities. Don't overlook the importance of an eye exam. Simply because your child may not have required glasses during the last school don't assume that their vision has remained the same.

Encourage a healthy diet.

Have your child assist you in creating your grocery list and in grocery shopping. Encourage your child to explore some healthy meals to pack for lunch and snack.

Encourage good hygiene.

Remind your child to cough into the crook of their elbow. Encourage frequent hand washing and be sure your child has a supply of tissues and hand sanitizer.

Be sure to have enough school supplies.

It's amazing how quickly children can zoom through school supplies. Between lost book bags and trading school supplies can dwindle before you know it. Be sure to keep extra pencils and note paper handy.

Know the school nurse.

Naturally if your child becomes ill during the school day he or she will see the nurse. However, if you are requesting the school nurse to administer medication be certain to bring a sufficient supply in its original container (which includes the label). Be sure that medication is clearly marked.



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"My philosophy is that not only are you responsible for your life, but doing the best at this moment puts you in the best place for the next moment."

Oprah Winfrey



New and Just For You!

Do you have a question that you would like answered in the Cluster Newsletter? We would like to answer it! Email Kate Gallagher at kathryn.gallagher@state.de.us and we will put your question in the Cluster Newsletter!

Q: *What is Extended Jurisdiction?*

A: Normally the court process for abuse, dependency and neglect cases ends when your foster child turns 18 years old. Extended jurisdiction means the court case can stay open until the youth turns 21 so that his/her judge can assure they receive independent living services (educational assistance, housing, transition services), mental health services and developmental disabilities services. The case can be closed before his/her 21st birthday if their service issues are resolved or they no longer want help from the Court or DSCYF.



Q: *How does that help my foster child?*



A: Extended jurisdiction is a form of support for your foster child in the event that they experience challenges in obtaining services. Extended jurisdiction allows your foster child's judge to help if he/she is not getting what they need from the system. Without extended jurisdiction, the judge would be unable to hear your foster child's case after turning 18.

Q: *What is a cluster meeting?*

Cluster meetings are a way to provide foster/adoptive families and children the opportunity to know and support each other. The cluster meetings are held quarterly and may consist of eight to thirteen families organized by their geographic location. The meetings are a wonderful way to meet new friends, interact, and receive the support of fellow foster parents by learning through their experiences and sharing your own. Cluster meetings are also a great way to learn about the various resources available to you as a foster family.



For additional information on a cluster in your area, contact your foster home coordinator.



Adolescents in Foster Care Teen Groups

Teens are empowered to assume responsibility for planning their future. Self advocacy and goal setting are tools used to maximize their strengths, talents, and aspirations. Exercises are geared toward changing the thinking and practices that hinder a youth's: transition to independence; culture of low expectations; lack of accountability for their own successes or failures; etc.

The topic for both Teen Support Groups (girls/boys) is ***Tools for Your Box***. The focus/purpose is to encourage teens' success as adults. The support groups will be held for those 13 and older.

Teen Boys Group

DFS University Plaza Office

263 Chapman Rd., Large conference room, Newark, DE 19702

Facilitator: John Bates/Waverney Herbert

Teen Girls Group

DFS University Plaza Office

263 Chapman Rd., Large conference room, Newark, DE 19702

Facilitator: Carolyn Morgan

Limited van transportation is available to youth whose foster parents cannot arrange drop off and pick up responsibilities. The meetings are held from 6 p.m. to 8 p.m., every two weeks on alternate Thursdays. Refreshments and light "teen friendly" foods (pizza, wings, and soft drinks) will be served.

Please contact Latasha Brown at 778-6502 to provide the name, age, and contact information of youth who plan to participate.





P E P S I R e f r e s h P r o j e c t

The Pepsi Refresh Project is an online grant program which makes available millions of dollars to fund projects which are intended to improve communities through an online, democratic voting process ("*Grant Program*"). The Grant Program is open to individuals, for profit organizations (which have a maximum of \$25 million in annual revenue) and non-profit organizations (see Section 1 below for more eligibility requirements). The Grant Program consists of six (6) categories (1) HEALTH – fostering wellness; (2) ARTS & CULTURE – celebrating the arts; (3) FOOD & SHELTER – ideas for providing food and shelter for the community; (4) NEIGHBORHOODS – building better communities; (5) EDUCATION – helping people learn at any age; and (6) THE PLANET – ideas which help the planet (the "*Categories*"). The Categories are simply for organizing the Applications and have no bearing on which Applications will be eligible to receive a grant.

Here are the details!

NO PURCHASE NECESSARY. OPEN TO U.S. RESIDENTS ONLY (EXCLUDING U.S. TERRITORIES AND OUTLYING AREAS). VOID WHERE PROHIBITED.

Expires: December 31, 2010. **Must be at least 13yrs of age to participate.

Profiles/Ideas are submitted beginning the 1st - 15th of the month by 12am EST. Next submittal dates:

October 1, 2010

November 1, 2010

December 1, 2010

Ideas that will have an positive impact may be submitted by people, businesses and non-profits. Ideas are submitted online by going to www.refresheverything.com and start your application. The first 1,000 applicants to submit their profiles will be selected and the review process begins. Ideas must meet official program guidelines as outlined at <http://www.refresheverything.com/official-application-guidelines>.

Ideas are posted on the site so the public can vote on which idea they like best. At the end of the month the winners are announced. If your idea is not chosen you can resubmit the following month.

Grants are awarded in the amounts of:

\$5000 up to 10 awardees/month – best for individuals who need to get an idea off the ground.

\$25,000 up to 10 awardees/month - best for individuals and small groups who can work lean and mean.

\$50,000 up to 10 awardees/month – best for companies and organizations who can invest time.

\$250,000 up to 2 awardees/month – best for companies who can dedicate time and resources.

Ideas should fall within one of the following categories:

Health-Impact the health of anyone, from hospitals & clinics to exercise.

Arts & Culture – Celebrate the arts in all its forms.

Food & Shelter – Provide things to eat, wear or live in-and sometimes all three.

The Planet – Help improve the environment on a local or massive scale.

Neighborhood – Make any neighborhood a better place to live.

Education – Help people learn and grow at any age.

GOOD LUCK!!!!!!!!!!!!!!

Join Your Cluster Today!

NEW CASTLE COUNTY

Hockessin, Pike Creek, & Stanton

Doris Hicks—740-5946

North Wilmington & Claymont

Gladys Coto - 375-6160

South Wilmington

Peg Draper - 399-8779
Mary Bradley - 655-5421

Newark

Vacant

Bear

Brenda Gregory—365-5532

Middletown, Townsend, & Odessa

Vacant

New Castle

Debbie Santos - 326-2245

KENT COUNTY

Smyrna

Pam Barr - 399-6847

Camden

Elliot & Lela Hardin - 697-7538

North Dover

Joshua and Anna Forston - 335-0831

South Dover

Tameka Crawford - 736-6072

SUSSEX COUNTY

Seaford

Monica Sheets - 628-3586

Lincoln

Norma Larrimore - 422-0576

Greenwood

Vacant

Bridgeville

Toya Roberts—337-8544

**Do you have some extra time and think you may
want to be a cluster leader?**

**If you are interested, call your Foster Care
Coordinator today!**

21st Century Fund

School is in session! Wouldn't it be great if the child you are caring for was able to get tutoring assistance or take music or karate lessons? With the help of the 21st Century Fund for Delaware's Children, those dreams are possible! This fund provides experiences that help children define their strengths, improve their self esteem and build a sense of hope for the future. The goal is to help a child achieve their potential in a particular talent or interest otherwise not affordable or available to them. And the best part is - ALL children in

foster care are eligible! If you're interested in obtaining these funds for the child(ren) in your care, please contact your worker to complete the necessary form.

Requests of up to \$100 will be considered when funds are available. Make your child's request today! For more information, visit: www.21childrensfund.org or

<http://kids.delaware.gov/information/donate21stcenturyfund.shtml>



Make sure your home is a healthy one.

Did you know there are many unhealthy substances you're exposed to every day in your home? Things you'd never guess contained harmful toxins can hurt you. Protect yourself and your family. This quick fact sheet helps you learn how you can reduce your exposure and limit your cancer risk.

A CLEANING PRODUCTS—Be a diligent label-reader. If a cleaning product is hazardous, it will say so on the label. Be aware of the words *Toxic*, *Flammable* or *Combustible*, *Corrosive* or *Strong Sensitizer*, and, of course, *Danger*, *Poison*, *Warning* or *Caution*. The real safety of any product is difficult to know because there is no requirement to list ingredients on the product label. You'll only see cautionary words like the ones above.

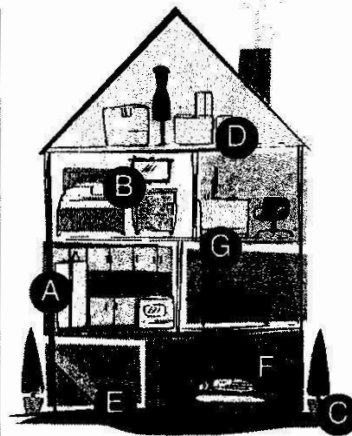
WHAT YOU CAN DO: Think about making your own cleaning products. Mayonnaise can take rings off of wood, remove sap from your car and even lift crayon marks from furniture. Make furniture polish from 3 parts olive oil and 1 part white vinegar. Cornstarch can keep carpets clean and remove grease stains.

B DRY CLEANING—When you take that plastic bag off of your dry cleaning in your closet, you're releasing toxic chemicals into a small space—and opening the door to a cancer risk. According to the EPA, inhaling the fumes of perchloroethylene—a popular dry-cleaning solvent—can cause cancer. (Source: Environmental Protection Agency, Total Exposure Assessment Methodology [TEAM] studies)

WHAT YOU CAN DO: Remove the bag from your dry cleaning to air out the clothing in a well-ventilated area before you bring it into your house.

C HERBICIDES AND PESTICIDES—Recent studies have shown that there's a 600% greater risk of childhood leukemia when kids are exposed to pesticides. Products used to kill household pests and the ones that are spread on your lawn can affect your children and pets. (Source: School of Public Health, University of California, Berkeley; Environmental Health Investigations Branch, California Department of Health Services; Stamford University of Medicine)

WHAT YOU CAN DO: Pull weeds instead of poisoning them. Or, use organic weed control methods such as corn gluten meal to keep weeds from emerging and to fertilize your lawn.



D MOTHBALLS AND AIR FRESHENERS—Mothballs contain something called paradichlorobenzene. It's a chemical you'll also find in air fresheners. According to the EPA, it can cause headaches, swollen eyes, loss of appetite, nose and throat irritations and even cancer. (Source: Environmental Protection Agency, TEAM studies)

WHAT YOU CAN DO: To prevent moth damage and freshen air, use cedar chips, cedar blocks, dried lavender and whole peppercorns, or use airtight containers for storage.

E RADON—It's a radioactive gas that you can't see, smell or feel. According to the EPA, radon is the second-leading cause of lung cancer in the United States. It comes from the soil and rock beneath your home and seeps into your basement. (Source: Environmental Protection Agency)

WHAT YOU CAN DO: Test your home. Kits are available in most hardware stores. You may qualify for a free test kit. Call 1-800-464-HELP for details.

F SPRAY PAINT AND PAINT STRIPPERS—Always follow directions on the labels of these products. Some may cause cancer, reproductive problems, or damage to the liver, kidney or brain. (Source: Environmental Protection Agency, TEAM studies)

WHAT YOU CAN DO: Wear gloves, avoid getting the products on your skin and use the products outdoors if possible.

G TOBACCO SMOKE—There are more than 4,000 chemicals in secondhand tobacco smoke, the smoke breathed in by nonsmokers. According to the American Heart Association, such exposure can cause cancer and heart and lung disease. (Source: 1992 study, The American Heart Association's Council on Cardiopulmonary and Critical Care, and a 2002 study, International Agency for Research on Cancer—an affiliate of the World Health Organization)

WHAT YOU CAN DO: Ask those who smoke to take it outside. Do not allow smoking in your home or car. Insist that childcare workers not smoke around your children.

1-800-464-HELP

www.delawarehealthyhomes.org

LIMIT YOUR EXPOSURE.
REDUCE YOUR CANCER RISK.



DELAWARE HEALTH
AND SOCIAL SERVICES
Division of Public Health
Health Systems Protection

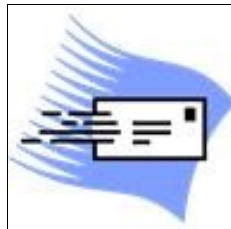
Reduced Cost YMCA Memberships



The Delaware YMCA is proud to offer FOSTERING FUTURES: a Foster Care Financial Assistance Program. Through this program, foster families are able to obtain a YMCA membership at a greatly reduced cost. See your Foster Care Coordinator for more information and join today!

Did you know you can receive Foster Care information by email?

DFS has formed a list serve of foster parents so we can send out important information as soon as we get it. This could be everything from a Cluster meeting reminder to a summer camp opportunity to a free training session. Don't miss out on this chance; send your name and email address to Kate Gallagher at kathryn.gallagher@state.de.us to be added today!



Is your emergency information up to date? Have you, or any of your emergency contacts, recently moved?

Please make sure your Foster Care Coordinator is aware of any changes within your emergency contact listings for the Division of Family Services. In the event of a statewide emergency, this information is needed in order to ensure that everyone is safe.



Recruitment Contest

Remember, foster parents who refer a new foster parent to DFS will receive a \$100 bonus once the new foster parent has been approved and provides one month of satisfactory service as a foster parent. The Cluster with the most referrals and the person with the most approved referrals will win a prize.

The contest deadline is December 31, 2010. Winners will be chosen at that time. All questions about the contest may be directed to 633-2657.

News Flash!

New Castle County:

Kudos to Chic-fil-a!

On August 19, 2010, Chick-fil-a of Bear, Delaware graciously provided a meal for the youth mentoring group, *Tools for your Toolbox*, held at DFS-University Plaza. Jason Betts, Office Catering Manager, has arranged for their organization to provide a full dinner meal for 12 of our foster care youth which included sandwiches, iced tea and brownies. Chick-fil-a has continues to be a growing supporter of the community and we would like to extend our gratitude for their generosity.

Kent County:

The Cluster had a pool party/barbeque on Saturday August 7th, in the home of Foster Parent Bernadette Reynolds. The event was a great success, with foster families in attendance, food, fun and activities. Also, Cluster Leader Pam Barr is facilitating a educational surrogate training for the Cluster's Novembers meeting.



To All Foster Parents!

The Foster Parent Program would like to remind you that if you attend therapy with your foster child(ren), the hours involved may count towards in-service training. Please let your Foster Care Coordinator know if you have accrued hours for attending counseling with the child(ren) in your care.

BULLYING



WHAT IS BULLYING?

Bullying can be defined as repeated and systematic harassment and attacks on others. Bullying can be perpetrated by individuals or groups. Bullying takes many forms, and can include many different behaviors, such as:

1. physical violence and attacks
2. verbal taunts, name-calling and put-downs
3. threats and intimidation
4. extortion or stealing of money and possessions
5. exclusion from the peer group

Racially or **ethnically-based** verbal abuse and **gender-based** put-downs are also found in the bullying situation.

How prevalent is bullying?

1. Studies in several countries have consistently shown that at least 15 percent of students in schools are involved.
2. About 9 percent are victims.
3. About 7 percent bully others repeatedly.
4. More students in lower grades are victimized.
5. Boys are more likely to be bullies than girls.

Dynamics of Bully-Victim Situations

1. A power differential exists between the bully and the victim.
2. Bullies tend to be confident, aggressive, and lack empathy for the victim.
3. Bullies come from homes where there is poor supervision, and modeling of and tolerance for aggressive behavior.
1. Victims tend to be quiet, passive children with few friends.
2. Victims do not respond effectively to aggressive actions.
3. Bullying is often done so that adults are not aware of it.

Victims are ashamed, and often don't tell an adult.

WHAT CAN BE DONE TO STOP BULLYING?

There are many effective strategies for both teachers and parents who wish to stop bullying. An important starting point is to realize that much bullying occurs without the knowledge of teachers and parents, and that many victims are very reluctant to tell adults of their problems with bullying. They may be ashamed to be a victim, and they are afraid that adults cannot or will not help to resolve the situation. They may have been threatened with retaliation if they tell. Also, adults must re-examine some of their own beliefs with regard to interpersonal behavior before they can intervene effectively. Many teachers and parents tell children not to "tattle," and to resolve their problems themselves. In the bullying situation, though, there is a power imbalance of some kind which ensures that the victim always gets the worst of the interaction. The victim and bully both need intervention in order to stop the pattern. Strategies to stop bullying include: providing good supervision for children; providing effective consequences to bullies; using good communication between teachers and parents; providing all children opportunities to develop good interpersonal skills; and creating a social context which is supportive and inclusive, in which aggressive, bully behavior is not tolerated by the majority.

What Can Parents Do if Their Children are Being Bullied?

1. Ask the child directly. Often children do not wish to tell their parents due to shame and embarrassment, or fear that bullies will retaliate if they tell. Look for signs such as: fear of going to school, lack of friends, missing belongings and torn clothing; and increased fearfulness and anxiety.
2. Work with the school immediately to make sure your child is safe, that effective consequences are applied toward the bully and that monitoring at school is adequate. Advocate for involvement of the bully's parents. If the bullying is happening on the way to and from school, arrange for the child to get to school with older, supportive children, or take him or her until other interventions can take place.
3. If your child is timid, and lacks friends, try to arrange for your child participate in positive social groups which meet his or her interests. Developing your child's special skills and confidence in the context of a positive social group can be very helpful.
4. Suggest that the school implement a comprehensive anti-bullying program. A home-and school association meeting to discuss and support such an initiative can be helpful.

What to do if Your Child is Aggressive or Bullies Others?

Take the problem seriously. Children and youth who bully others often get into serious trouble in later life, and may receive criminal convictions. They may have continuing trouble in their relationships with others. Here are some things you can do to turn the situation around.



1. Talk to your child, talk to his or her teachers and administrators. Keep in mind that a bully will try to deny or minimize his or her wrong-doing.
2. Make it clear to your child that you will not tolerate this kind of behavior, and discuss with your child the negative impact bullying has on the victims. Do not accept explanations that "it was all in fun."
3. Arrange for an effective, non-violent consequence, which is in proportion with the severity of your child's actions, and his or her age and stage of development. Corporal punishment carries the message that "might is right."
4. Increase your supervision of your child's activities and whereabouts, and who they are associating with. Spend time with your child, and set reasonable rules for their activities and curfews.
5. Co-operate with the school in modifying your child's aggressive behavior. Frequent communication with teachers and/or administrators is important to find out how your child is doing in changing his or her behavior.
6. Praise the efforts your child makes toward non-violent and responsible behavior, as well as for following home and school rules. Keep praising any efforts the child makes.
7. If your child is viewing violent television shows, including cartoons, and is playing violent video games, this will increase violent and aggressive behavior. Change family and child's viewing and play patterns to non-violent ones.
8. Make sure that your child is not seeing violence between members of his or her family. Modeling of aggressive behavior at home can lead to violence by the child against others at school and in later life.
9. Seek help from a school psychologist, social worker, or children's mental health centre in the community if you would like support in working with your child.

Dealing with Bullying Incidents

Each school board or district (or in some cases, individual school) has its own policies and procedures for dealing with discipline and violent incidents at school. These policies and procedures should be reviewed at the start of an anti-bullying, in order to find out if adequate measures are in place for dealing with perpetrators of bullying and supporting victims. This should be done in addition to implementing school-wide prevention measures.

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Suggested Steps for Intervening in Bullying Situations

1. Intervene immediately: stop the bullying behavior as soon as you see it or become aware of it.
2. Talk to the bully, and talk to the victim, separately. If more than one child is involved in perpetrating the bullying, talk to each of the perpetrators separately, in quick succession.
3. If a peer mediation program is in place, be very careful in referring cases where there is bullying, as the power imbalance will likely make this a very intimidating situation for the victim. The victim's communication and assertiveness skills may be very low, and will be further eroded by the fear resulting from past intimidation and fear of future retaliation. You may wish to exclude such cases from peer mediation.
4. Consult with administrator and other teachers, as well as staff, to get a wider reading on the problem, and to alert them to the problem. Get advice as to how this situation fits with school and board policies, and/or refer to written guidelines.
5. Expect that the perpetrator(s) will minimize and deny his/her/their actions and responsibility. Refer to school and class codes of conduct in telling the bully why their behavior was unacceptable. Tell them what behavior you do expect of them. Inform the bully(ies) of the sanctions which will be imposed and that their parents will be involved.
6. Reassure the victim that all possible steps will be taken to prevent a recurrence.
7. Inform the parents of the bully and of the victim as soon as possible. A quick call to the home the same day is preferable, followed by an appointment at school for the parents, if it is deemed necessary. Better results are obtained when parents are involved early in a bullying situation, before behavior patterns are entrenched and extremely serious.
8. Involve parents in designing a creative plan of action, whenever possible.
9. For victims, involving them in groups and situations where they can make appropriate friends and develop their social skills and confidence is important. An example of this is a peer support group, new student orientation group, a co-operative learning group in class, or a special activity group or club. Parents can also arrange for these kinds of opportunities outside of school. The goals should be to develop the child's peer support network, social and other skills and confidence. Specific instruction in assertiveness skills may also be helpful.
10. For the bully(ies), specific re-education, as to his/her/their behavior, is important, in addition to sanctions such as removal of privileges, detention, etc. Some schools have had good success with in-school detention situations where aggressive students must complete social skill modules designed to reduce aggressive behavior and develop empathy for others.
11. Follow up in communicating with parents and with other teachers and administrators about the situation, until it is clearly resolved.
12. Monitor the behavior of the bully and the safety of the victim on a school-wide basis.
13. If the bully(ies) will not change their behavior, despite concerted efforts by school personnel, they, and not the victim, should be the ones who are removed from the class or school, or transferred to another program. Consequences for the perpetrators will be of considerable interest to all students, and will set the tone for future situations.

The article appearing on pages 9,10, and 11 of the Foster Care Cluster Newsletter Fall 2010 is an excerpt from an article on The Centre For Children and Families in the Justice System website. The article is based on a book entitled [A.S.A.P.: A School-based Anti-Violence Program](#) by Marlies Sudermann and Peter Jaffe (Co-Principal Investigators), Elaine Schieck (Co-ordinator), Lynn Watson, Peter Lehmann, and Grace Greer. For more information on this article, please see *The Centre for Children and Families in the Justice System* website. The website address is <http://www.lfcc.on.ca/bully.htm>. *Bullying: Information for Parents and Teachers.*

Spotlight on Celebrities Formerly Foster: Michel Oher



Meet Michael Oher (pronounced OAR), a 6'5", 309-pound All-America tackle from the University of Mississippi who is the subject of a best-selling book and movie, *The Blind Side*. Among 13 siblings from the poorest part of Memphis, he never knew his father, whose murder he learned of months after the fact in high school. His mother, Denise Oher, was addicted to crack cocaine. The kids were scattered about. Michael attended 11 schools in nine years. If not in a foster home, he lived with friends. He was homeless.

A turning point came when Tony Henderson, who allowed Michael to crash on his sofa, brought him along when he took his son Steven to enroll at Briarcrest Christian School on the other side of town. Oher ultimately was admitted as a special-needs case. Another pivotal moment occurred during his first Thanksgiving break, when Sean and Leigh Anne Tuohy spotted Oher as they drove past a bus stop near the school. It was snowing. Oher, then 16, was dressed in a T-shirt and shorts. Sean, then a volunteer assistant basketball coach at the school who had met Oher at the gym, says Leigh Anne grabbed the wheel and forced him to make a U-turn. "She cried the second she met him, and it was over," Sean recalls fondly with a smile. The Tuohy's took Michael into their home. There were no family meetings or long discussions about the pros and cons. Just automatic acceptances into their home, letting him come and go as he pleased as though he belonged there. "They've got big hearts," Oher says. "To take somebody from my neighborhood into your house? Nobody does that. I don't think I'd even do that. I'd help you out, but with a daughter and with all the violence and drugs where I come from ... they didn't have to do that. I owe a lot to them."

The Tuohy's took him into their lives expecting to be a blessing to him, as fate would have it they were the ones who were blessed. About one year after taking him in, the Tuohy's became Michael's legal guardians. He was quiet but not shy. He was insightful and caring. He excelled in football but his greatest aspiration in life is to be a kind and loving husband and father. Michael wants to have many children and be able to tell them early and often that he loves him. A phrase he himself never heard until he was 18 years old when it came from Leigh Anne Tuohy.

This past draft Michael was a first round NFL draft pick for the Baltimore Ravens and was picked by Tom Lemming/ESPN as the nation's top offensive tackle and named to the Super Prep All-America team (ranked No. 24 among offensive linemen by that service), which also had him on its Dixie Team. He was rated the fifth-best offensive lineman in the country and eighth-best overall prospect in the South by Scout.com, as well picking up first-team All-American recognition.

Michael's story is remarkable and the perfect example of how important it is to reach to those around you. Often older children in foster are given up on. It is assumed that once they hit teen years there is no hope, their ways are set and nothing can be done to save them. Nothing could be further from the truth.

Article courtesy of: www.fosterclub.com

Match It!

EAGLES _____
 RED SKINS _____
 RAIDERS _____
 DODGERS _____
 CARDINALS _____
 BUCCANNEERS _____
 ORIOLES _____
 BEARS _____
 COWBOYS _____
 CHARGERS _____
 MARLINS _____
 RED SOX _____
 BRAVES _____
 ROCKIES _____

A. OAKLAND
 B. TAMPA BAY
 C. COLORADO
 D. DALLAS
 E. PHILADELPHIA
 F. SAN DIEGO
 G. FLORIDA
 H. BALTIMORE
 I. LOS ANGELES
 H. CHICAGO
 I. ST. LOUIS
 J. WASHINGTON
 K. ATLANTA
 L. BOSTON





Delaware Women Take Charge of Their Money

For All Foster Parents!

Event: 2010 *From Purses to Portfolios* Conference (Delaware Money School)

Date: Saturday, October 23, 2010

Time: 8am-5:15pm

Location: Chase Center on the Riverfront, 815 Justison Street, Wilmington, DE 19801

Summary:

This is an opportunity for women to receive free financial education. The conference is designed to encourage and empower women to take responsibility and control of their finances. Exhibitors and Vendors will be on the premises between 8am and 2pm.

****Continental Breakfast and Lunch will be provided.**

Registration: To register go to: www.pursestoportfolios.com or call toll free 1-888-846-4220. ****You must register in order to attend the conference.**

2010 YAC Annual Conference

On behalf of the Division of Family Services-Independent Living Program and the Delaware Youth Advisory Council we would like to thank the following supporters of this year's 8th Annual Youth Conference held on August 4, 2010 at Delaware State University:

Rev. John Moore
Kurt Landgraf
Delaware State University
Delaware Technical & Community
College
Department of Education
Delaware Job Corps
DE Child Placement Review Board
Life Lines Housing
Planned Parenthood of DE
U.S. Department of Health and Human
Services
Children's Bureau/Administration for
Children and Families

Dawn Training Center
Family Court
Polytech Adult Education
DE Money School
Delaware Learning Institute of Cosmetology
DE National Guard
United States Army
United States Marine Corps
Office of the Child Advocate
Harris School of Business
The News Print Shop - Bridgeville, DE
DE Youth Advisory Council
YAC Advisors



Everyone that supports the youth

Cabinet Secretaries:

Vivian Rapposelli(DSCYF)
Rita Landgraf (DHSS)
Anas Ben Addi (DSHA)
Lillian Lowery (DOE)
John McMahon (DOL)
Carl Danberg (DOC)

And most importantly:
Our Youth!



**Division of Services for Children, Youth,
and Their Families**
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**[www.kids.
delaware.gov](http://www.kids.delaware.gov)**

Remember to sign up for trainings this Fall!

We are offering several new courses and DVD-based classes.

Refer to your training newsletter or contact your coordinator for more information!

